

along any of these particular lines have been or are being made by teachers with a limited amount of special training, if any, for the specific tasks involved and with very little, if any, professional assistance or guidance in solving the problems at hand.

A psycho-educational service should be made an integral part of the expanding in-service teacher-training program as a definite means toward helping those who are responsibly and intimately concerned with the complex problems in the field of child development. Such a service should be designed to assist the teachers, administrators, parents, and other related groups in developing a more thorough understanding of the needs of children, in studying problems of curriculum adjustments and school organization in relation to the individual pupil needs cited, and finally, in developing an intelligently conceived program in terms of each child's growth and development. However, a program of this type will be successful to the degree that the adults working with children can be guided to feel that those factors determining growth and development are dynamic, never static, and that all behavior is symptomatic and has real meaning only in terms of the child's total growth and development.

The school should be the key agency in promoting constructive child development programs and in enlisting and coordinating the efforts of all forces at work in the interest of desirable child growth. In light of the increasing demands made upon the various groups in regard to remedial and preventive pupil activities, it becomes more and more important that representatives of all child welfare agencies in a community should attempt to interpret their basic problems and solutions to each other and then to cooperate intelligently in the organization and promotion of a unified program. Such an arrangement would better insure the full service of each group without duplication of effort or infringement of responsibilities. Likewise, the groups involved would be better able to guide children in finding better ways, more economical ways, more efficient ways, and more normal ways of living the good life. Only when all of these agencies—the school, the home, and the general public—are ready to work together harmoniously as contributors in a cooperative enterprise will there be a sound basis for the harmonized development of wholesome, well-balanced, integrated personalities in our schools.

One of the most hopeful outcomes of an intensive, constructive program with the exceptional child is the increased interest in